

Notifying the Public of Rights Under Title VI

Region Five Development Commission

- Region Five Development Commission operates its programs and services without regard to race, color, and national origin in accordance with Title VI and of the Civil Rights Act. Any person who believes she or he has been aggrieved by any unlawful discriminatory practice under Title VI may file a complaint with Region Five Development Commission.
- For more information on the Region Five Development Commission's civil rights program, and the procedures to file a complaint, contact 218-894-3233, For TTY dial Minnesota Relay Service 7-1-1; email terickson@regionfive.org; or visit our administrative office at 200 1st Street NE Suite 2, Staples, MN 56479. For more information visit www.regionfive.org
- A complainant may file a complaint directly with the Federal Transit Administration by filing a complaint with the Office of Civil Rights, Attention: Title VI Program Coordinator, East Building, 5th Floor-TCR, 1200 New Jersey Ave., SE Washington, DC 20590
- A complainant may file a civil rights complaint by filing with MnDOT: Title VI Specialist, Minnesota Department of Transportation, Office of Civil Rights, Mail Stop 170, 395 John Ireland Blvd., St. Paul, MN 55155-1899; phone 651-366-3322; fax 651-366-3129
- If information is needed in another language contact 218-894-3233
(Si se necesita información en otro idioma, por favor llame al 218-894-3233)

This notice is posted at the following locations:

<http://www.regionfive.org/contact/index.html>

www.northcentraleda.org/contact-us/

Region Five Development Commission office

200 1st Street NE, Suite 2

Staples, MN 56479

Title VI Complaint Procedure

Any person who believes she or he has been discriminated against on the basis of race, color, or national origin by the Region Five Development Commission (R5DC) Transit Authority (hereinafter referred to as “the Authority”) may file a Title VI complaint by completing and submitting the agency’s Title VI Complaint Form. The R5DC Transit Authority investigates complaints received no more than 180 days after the alleged incident. The Authority will process complaints that are complete.

Once the complaint is received, the Authority will review it to determine if our office has jurisdiction. The complainant will receive an acknowledgement letter informing her/him whether the complaint will be investigated by our office.

The Authority has 30 days to investigate the complaint. If more information is needed to resolve the case, the Authority may contact the complainant. The complainant has 10 business days from the date of the letter to send requested information to the investigator assigned to the case. If the investigator is not contacted by the complainant or does not receive the additional information within 10 business days, the Authority can administratively close the case. A case can be administratively closed also if the complainant no longer wishes to pursue their case.

After the investigator reviews the complaint, she/he will issue one of two letters to the complainant: a closure letter or a letter of finding (LOF). A closure letter summarizes the allegations and states that there was not a Title VI violation and that the case will be closed. An LOF summarizes the allegations and the interviews regarding the alleged incident, and explains whether any disciplinary action, additional training of the staff member, or other action will occur. If the complainant wishes to appeal the decision, she/he has 15 days after the date of the letter or the LOF to do so.

A person may also file a complaint directly with the Federal Transit Administration, at FTA Office of Civil Rights, 1200 New Jersey Avenue SE, Washington, DC 20590.

Region Five Development Commission
Region Transportation Coordination Council Complaint Form

Section I:			
Name:			
Address:			
Telephone (Home):		Telephone (Work):	
Electronic Mail Address:			
Accessible Format Requirements?	Large Print	Audio Tape	
	TDD	Other	
Section II:			
Are you filing this complaint on your own behalf?		Yes*	No
*If you answered "yes" to this question, go to Section III.			
If not, please supply the name and relationship of the person for whom you are complaining:			
Please explain why you have filed for a third party:			
Please confirm that you have obtained the permission of the aggrieved party if you are filing on behalf of a third party.		Yes	No
Section III:			
I believe the discrimination I experienced was based on (check all that apply): <input type="checkbox"/> Race <input type="checkbox"/> Color <input type="checkbox"/> National Origin			
Date of Alleged Discrimination (Month, Day, Year): _____			
Explain as clearly as possible what happened and why you believe you were discriminated against. Describe all persons who were involved. Include the name and contact information of the person(s) who discriminated against you (if known) as well as names and contact information of any witnesses. If more space is needed, please use the back of this form.			

I believe the discrimination I experienced was based on (check all that apply): Race Color National Origin Date of Alleged Discrimination (Month, Day, Year): _____ Explain as clearly as possible what happened and why you believe you were discriminated against. Describe all persons who were involved. Include the name and contact information of the person(s) who discriminated against you (if known) as well as names and contact information of any witnesses. If more space is needed, please use the back of this form.

Section IV

Have you previously filed a Title VI complaint with this agency?	Yes	No
--	-----	----

Section V

Have you filed this complaint with any other Federal, State, or local agency, or with any Federal or State court? Yes No

If yes, check all that apply:

Federal Agency: _____

Federal Court _____

State Agency _____

State Court _____

Local Agency _____

Please provide information about a contact person at the agency/court where the complaint was filed.

Name:

Title:

Agency:

Address:

Telephone:

Section VI

Name of agency complaint is against:

Contact person:

Title:

Telephone number:

You may attach any written materials or other information that you think is relevant to your complaint.

Signature and date required below

Signature _____ Date _____

Please submit this form in person at the address below, or mail this form to:
Region Five Development Commission, Tad Erickson, Title VI Coordinator
200 1st Street NE Suite 2
Staples, MN 56479

Legal Name: Region Five Development Commission
Transit System Name:
Last Updated: February 2018

Title VI List of Transit Related Investigations, Complaints and Lawsuits

	Date (Month, Day, Year)	Summary (include basis of complaint: race, color, or national origin)	Status	Action(s) Taken
Investigations				
CY 2014	n/a			
CY 2015	n/a			
CY 2016	n/a			
CY 2017	n/a			
CY 2018				
Lawsuits				
CY 2014	n/a			
CY 2015	n/a			
CY 2016	n/a			
CY 2017	n/a			
CY 2018				
Complaints				
CY 2014	n/a			
CY 2015	n/a			
CY 2016	n/a			
CY 2017	n/a			
CY 2018				

Legal Name: Region Five Development Commission
Transit System Name:
Last Updated: February 2018

Title VI Non-elected Decision Makers

Body	Caucasian	Latino	African American	Asian American	Native American
Population of R5DC region	94.08%	2.34%	.52%	.48%	2.7%
Transportation Advisory Committee	100%	0%	0%	0%	0%
Region Five Development Commission	100%	0%	0%	0%	0%

*information from www.statsamerica.org

Legal Name: Region Five Development Commission
Transit System Name:
Last Updated: February 2018

Public Involvement Process

The Role of the Transportation Advisory Committee (TAC)

While the purpose of the TAC is to provide community input into the planning, management and operation of the local transit system, it may also be one method of linking the transit system to the community at large. A formally established, active advisory committee that meets regularly enables the transit system to reach its full potential in the quality and scope of service delivery.

The TAC should be composed of community leaders, special interest group representatives and members of the general public, both riders and non-riders. In considering special interest group representation, keep in mind that it may extend far beyond the heretofore traditional groups of people who are elderly or disabled. The recent 2010 census reveals that there many communities of new Americans developing all over rural Minnesota. Many people are "aging in place" and the need for transit service is becoming more and more apparent. A poor economy may also influence the need for public transit service. In many communities there are educational institutions which may be represented.

Public Involvement Plan

Goal of Public Involvement: To collaborate with and involve stakeholders to ensure that aspirations are consistently understood and considered. To ensure that community concerns and aspirations are directly reflected in plan.

Principles of Community Engagement:

- *Inclusive Planning-* planning will include input from local officials as well as from members of intended participant communities
- *Transparency-* clarity about public engagement process and how decision makers will use the process results
- *Authentic Intent-* primary purpose of public engagement is to generate public views and ideas to help shape the plan, rather than to persuade residents to accept a plan that has already been made
- *Breadth of Participation-* process includes people and viewpoints that are broadly reflective of the population of affected residents
- *Informed Participation-* participants have information and/or access to expertise consistent with the topic being discussed

- *Accessible Participation*- process is broadly accessible in terms of location, time, language and support the engagement of residents with disabilities
- *Appropriate Process*- process utilizes one or more discussion formats that fit the needs of the participants and encourage equitable participation consistent with the purpose
- *Authentic Use of Information Received*- ideas, preferences and/or recommendations contributed by participants are documented and seriously considered by decision makers
- *Feedback to Participants*- local officials communicate ultimate decisions back to process participants and the broader public, with a description of how public input was considered and used
- *Evaluation*- facilitators and participants evaluate each public engagement process with the feedback and learning shared and applied to future engagement efforts

Source: Institute for Local Government, Public Engagement Program

Process:

- Identify stakeholders- The following is a list of potential stakeholders. The list is not meant to be exhaustive so make sure you identify any stakeholders who may not appear below.

General Public

- those directly affected
- those indirectly affected
- diverse age, gender, race

Groups and Organizations

- Residents associations
- Businesses and business associations
- Sport and recreation groups
- Cultural groups and associations
- Health organizations and associations
- Professional associations
- Environmental groups
- School groups- students and parents
- Charities and service clubs
- Places of worship and religious organizations
- Not for profit organizations & Social Advocacy agencies

Government Institutions

- Town agencies, boards, commissions
- Other municipalities
- Provincial government
- Federal government
- School boards and local schools
- Town Council
- Town business units and departments

Anyone who is affected by a decision should be involved in some way in the decision.

- Techniques to engage the public-
 - Info on website
 - Posters/Flyers/Postcards
 - Digital screens
 - TV/Radio
 - Press Releases
 - Email and social medial (Facebook, Twitter, etc.)
 - Meetings- city council, service groups, PTO, school board, chamber of commerce, etc.
 - Surveys

- Timeline for Public Engagement:
 - First Month:
 - Announcement of Comp Plan:
 - Press Release to local paper
 - Announcement on city website/social media
 - Schedule radio/TV spots
 - Attend City Council meeting- discuss importance of public engagement
 - Distribution of posters/flyers/postcards to social and civic groups, as well as public locations around community (library, city hall, post office, etc.)
 - Second Month:
 - Task Force Leader to appear on radio and TV spots
 - Press Release- announce survey
 - Create survey
 - Phone calls and visits to
 - Key businesses/industries
 - Community leaders
 - 5 social/civic groups

Deliverables:

- Public Involvement Plan
- 5 civic/social groups identified and notified
- 2-3 key business/industries identified and notified
- 2 radio/TV spots
- 2 Press Releases
- Postcard/Flyer created
- "What is the RTCC?" handout created
- Seventy-five percent of community members notified of the process
- Twenty percent of community members engaged in the process

**Limited English Proficiency (LEP)
Language Access Plan (LAP)
For
Region Five Development Commission/NCEDA
Staples, MN
2017**

Policy

Region Five Development Commission/NCEDA is committed to providing meaningful access to its programs and services to persons who, as a result of their national origin, are limited in English proficiency. It is our policy to ensure no person is subjected to prohibited discrimination based on national origin in any program receiving Federal financial assistance from USDA Rural Development (RD).

SIGN HERE/ DATE

Signature of Principal Director/Official

SIGN HERE/ DATE

Signature of Executive Director

Purpose

This Language Access Plan (LAP) sets forth the policy and procedures for ensuring that persons with Limited English Proficiency (LEP) have meaningful access to our programs and activities receiving Federal financial assistance from the U.S. Department of Agriculture/Rural Development (USDA/RD). This LAP applies to all programs and activities of recipient's receiving Federal financial assistance from the USDA Rural Development.

Authorities

Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, and its implementing regulations provide that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives Federal financial assistance. The Supreme Court, in *Lau v. Nichols*, 414 U.S. 563 (1974), interpreted Title VI regulations promulgated by the former U.S. Department of Health, Education, and Welfare to hold that Title VI prohibits conduct that has a disproportionate effect on LEP persons because such conduct constitutes national origin discrimination.

Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," reprinted at 65 FR 50121 (August 16, 2000), directs each Federal agency to examine the services it provides and develop and implement a system by which LEP persons can meaningfully access those services. The Executive Order states that recipients must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons. Federal agencies were instructed to publish guidance for their respective recipients in order to assist them with their obligations to LEP persons under Title VI. The Executive Order recommended uniform guidance to recipients on the preparation of a plan to improve access to its federally assisted programs and activities by eligible LEP persons. Each plan shall be consistent with the standards set forth in the U.S. Department of Justice's Policy Guidance Document entitled, "Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination

Affecting Limited English Proficient Persons” (“DOJ LEP Guidance”), reprinted at 67 FR 41455 (June 18, 2002). The DOJ LEP Guidance was drafted and organized to function as a model for similar guidance by other Federal agencies.

Consistent with the DOJ LEP Guidance, USDA published its Final “Guidance to Federal Financial Assistance Recipients Regarding the Title VI Prohibition Against National Origin Discrimination Affecting Persons with Limited English Proficiency” on November 28, 2014. The Guidance does not create new obligations for recipients, but provides guidance to recipients in meeting their existing LEP obligations. It clarifies the responsibilities of recipients and will assist them with fulfilling their responsibilities to LEP persons under Title VI and its regulations.

7 CFR Part 15 Subpart A effectuates the provisions of Title VI of the Civil Rights Act of 1964 (hereinafter referred to as the “Act”) to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of an applicant or recipient receiving Federal financial assistance from the U.S. Department of Agriculture or any Agency thereof.

7 CFR Part 1901 Subpart E which contains policies and procedures for implementing the regulations of the U.S. Department of Agriculture issued pursuant to Title VI of the Civil Rights Act of 1964, Title VIII of the Civil Rights Act of 1968, Executive Order 11246, and the Equal Credit Opportunity Act of 1974, as they relate to Rural Development. Nothing herein shall be interpreted to prohibit preference to American Indians on Indian Reservations.

Definitions/Key Terms

- (1) Federally Assisted Programs and Activities. Programs and activities of an entity that receives Federal financial assistance.
- (2) Interpretation. The process by which the spoken word is used when transferring meaning between languages.
- (3) Limited English Proficient (LEP) Persons. Persons who do not speak English as their primary language and have a limited ability to read, speak, write, or understand English are limited English proficient, or LEP.

(4) Qualified Interpreter. An individual who is competent to provide interpretation services at a level of fluency, comprehension, impartiality and confidentiality appropriate to the specific nature, type, and purpose of the information at issue.

(5) Recipient. Any State, political subdivision of any State, or instrumentality of any State or political subdivision, any public or private agency, institution, or organization, or other entity, or any individual, in any State, to whom Federal financial assistance is extended, directly or through another recipient, including any successor, assign, or transferee thereof, but such term does not include any ultimate beneficiary.

(6) Translation. The process of transferring ideas expressed in writing from one language to another language.

(7) Vital Document. Paper or electronic written material that contains information that is critical for accessing a program or activity, or is required by law, such as consent forms, applications, and notices of rights.

Region Five Development Commission/NCEDA Program/Mission

Region Five Development Commission's Mission: To enhance the vitality and quality of life in Cass, Crow Wing, Morrison, Todd, and Wadena counties.

Region Five Development Commission addresses regional critical issues without duplicating private, public and non-profit entities. We want to know "what's keep you up at night" and address those issues. This results in partnering and collaborating with other organizations, businesses, non-profits, and local units of government.

NCEDA's Mission: To provide industry expertise for lending programs offered or created by Region Five Development Commission.

A goal of NCEDA is to create or retain permanent private sector full-time jobs in the Region. By providing capital for business development and expansion, NCEDA provides an option for commercial businesses unable to obtain adequate, affordable funding from the private capital marketplace

Part 1: LEP Individuals Who Need Language Assistance

Region Five Development Commission/NCEDA conducted an assessment of the number or proportion of LEP individuals eligible to be served or encountered and the frequency of encounters. Our assessment identified the following language groups in our service area are Spanish.

Recipients should include the U.S. Census language demographic information and data used during their assessment as well as language demographics.

FACTOR 1-NUMBER & PROPORTION OF LEP IN SERVICE AREA

Based on data from U.S. Census Bureau mapping tools that are attached to this document reflect the five-county service area of Region Five Development Commission, office located in Staples, MN having a total population of 163,003.

Total Population		Hispanic or Latino	
Cass County	28,567	340	1.2%
Crow Wing County	62,500	652	1.0%
Morrison County	33,198	402	1.2%
Todd County	24,895	1,288	5.2%
Wadena County	13,843	176	1.3%
TOTAL	163,003	2,858	1.8%

FACTOR 2-FREQUENCY WITH LEP PERSONS

US Census American Fact Finder "Nativity By Language Spoken at Home by Ability to Speak English for the Population 5 years and over"

Total Both Native and Foreign Born that speak English less than "very well"

Cass County	29
Crow Wing County	14

Morrison County	106
Todd County	406
Wadena	11
TOTAL	566

The census data gathered in the Four Factor Analysis indicates that Spanish is the dominant second language spoken in the region with increasing in numbers as well as diffusion of Spanish speakers in the region. Most Spanish speaking people are currently concentrated in Todd County, only one of five counties served by Region Five Development Commission.

FACTOR 3-IMPORTANCE OF PROGRAM SERVICES/ACTIVITIES TO THE LEP PERSONS

USDA defines "vital" documents as those documents used in transactions that meet human needs such as shelter and food. The Region Five Development Commission has business loan programs, that are not considered 'vital', however, translation will be needed to provide accessibility to our loan programs. We've identified one qualified vendor who can provide translation for a fee.

A new loan program has been developed by MN DEED called the Emerging Entrepreneur Loan Program (ELP) identifying priority qualification of minority, women, veteran, disabled, low-income. Presentations throughout the region have been made to promote awareness of this program. A specific personal presentation (with translation services) was made regarding loan programs and other services of Region Five Development Commission/NCEDA to Adult Basic Education/ESL program participants in Todd County.

This material will continue to be offered at request of the instructors.

FACTOR 4-RESOURCES AVAILABLE AND COSTS

For the RD funded programs including the business loan program, the following translation services are anticipated:

- R5DC/NCEDA website – capable of translation to Spanish upon request
- "Contact Me" Function – Spanish input and translation to English for R5DC staff
- Telephone contacts and physical mail - ability to translate from Spanish to English
- Business Loan Documents – translate to Spanish (digital and paper format)

Personal visits – translator service would be necessary here; in addition, a translator may also be needed for a telephone meeting or at loan committee meetings or other communication methods.

One qualified vendor has been identified by NW MN Initiative Foundation, Bemidji (a partner organization of R5DC/NCEDA) (APEX Translations, Inc., Plymouth, NC (ISO 9001 and EN 15038) who can translate all loan documents. The proposal's cost for the Business Finance Program is \$ 660. Part of the parameters for the project is to choose either "Latin American Spanish" or "European Spanish" and four different choices of digital formatting.

One qualified human translator has also indicated interest in contracting for services as needed. This individual's assessment of competency will begin with a resume, terms of engagement, then assisting with defining and choosing the Spanish version desired from the APEX proposal.

When APEX prepared loan documents are available, this individual will go through both the English version of documents and the Spanish documents to identify any words or phrases that may cause misinterpretation by the potential loan applicant.

PART 1: IDENTIFYING LEP INDIVIDUALS WHO NEED LANGUAGE ASSISTANCE

The census data gathered in the Four Factor Analysis indicates that Spanish is the dominant second language spoken in the region with increasing in numbers as well as diffusion of Spanish speakers in the region. Most Spanish speaking people are currently concentrated in Todd County, only one of five counties served by Region Five Development Commission. American Fact Finder results show 2,883 people of the region's total population speak a language other than English and approximately 566 people, both native or foreign born, indicate they don't speak English very well or not at all. Considering the population concentrations on the southwestern side of the region, and the small (relative) numbers, a walk-in inquiry would be extremely remote. The most probable method of connection would be from a personal referral, a referral from one of the many Region Five Development Commission partners in the region, or the R5DC website.

Note: RD recipients can use the "Safe Harbor" provision to maintain compliance with written translation requirements under Title VI of the Civil Rights Act. (See page 17 of **Limited English Proficiency Implementation Strategy for Federally Assisted Programs**.) The Region Five Development Commission's 5 county region meets the first part, "less than 5% of eligible population", but does not meet the second part, "less than 1,000 in number". Because of the inclusion of the word "AND", between the two requirements, staff assumes this is an "all or nothing" determination. Confirmation or additional clarification will be sought from USDA Rural Development.

PART 2: LANGUAGE ASSISTANCE MEASURES

Factors to consider for which measure to adopt immediately or in the future are based on:

Method of communication (telephone, physical mail, web-based, text or email, walk-in) most likely to be deployed by limited English people

Relative ease of implementation of measures based on communication methods

Timing and management of out of pocket costs for implementation of these measures

For the RD funded programs including the business loan program, the following translation services are anticipated:

R5DC/NCEDA website – capable of translation to Spanish upon request

"Contact Me" Function – Spanish input and translation to English for R5DC staff

Telephone contacts and physical mail - ability to translate from Spanish to English

Business Loan Documents – translate to Spanish (digital and paper format)

Personal visits – translator service would be necessary here; in addition, a translator may also be needed for a telephone meeting or at loan committee meetings or other communication methods.

LANGUAGE ACCESS PLAN

PART TWO: LANGUAGE ASSISTANCE MEASURES *CONTINUED*

The below potential resources were identified and discussed:

R5DC employees – currently there are no employees who are bi-lingual in any other language other than English. Bi-lingual skills will be a plus for future recruiting of new employees. TCHHS has bi-lingual staff that are available if needed.

Web Resources: US Department of Commerce website has translation tools:
www.lep.gov/resources/resources/html.

Federal or state resources : The US Department of Commerce website was researched for translation "flashcards". This resource is actually a three-page list of language samples for 38 different languages. Each box has the phrase, "Mark this box if you read or speak XXXXXXX." This resource is shown in the appendix.

Individual language cards with more script are shown in both English and the selected language. We will obtain these language cards as well.

Community Education (Public School System) – will seek volunteer language translators who are typically members of the community who teach beginning or intermediate language;

Adult Basic Education/English as Second Language (ESL), Todd County– to seek language translation and translators

MN State Regional and Technical Colleges; St. Cloud State University and University of Minnesota-All Locations – have sought language translation and translators.

Essentia Health, Blue Cross/Blue Shield and Lakewood Health Services – seeking information on their language accessibility policies and procedures.

Minnesota Literacy Council www.mnliteracy.org

Mobile Phone Apps: staff are aware of two apps that can provide translation from voice recognition software; there is a free version of "Speak and Translate": <https://appadvice.com/app/speak-translate-translator/804641004>).

There are versions for Apple and Android phones.

Google also has a translation app (<https://translate.google.com/>), which wasn't rated as highly as "Speak and Translate". One disadvantage is that you are required to sign into a google account to gain access to the translate toolkit.

Telephone Services: will continue research on telephone translation services for conference calls. One on one translation can easily be accomplished with an adequate mobile phone app.

Email Communication: the email tool, "outlook" has a translation function for 39 languages. However, the data is transmitted via an unsecured network to a third party. This is of very limited use for working with loan borrowers, but could be useful for public messaging.

We are proposing to obtain and post a sign at the reception desk/entrance that informs people that translation will be made available upon request. We will also keep an inventory of the language "flashcards" so that the staff can discern what language the guest uses. The "welcome" card will be handed to the guest.

LANGUAGE ACCESS PLAN

PART TWO: LANGUAGE ASSISTANCE MEASURES *CONTINUED*

The general script is to thank the person for their inquiry and inform them that translation will be made available for a future arranged meeting time. Staff can also choose to use their cell phone translation app as well.

A more in-depth Spanish card will be prepared by the recruited translator, asking the guest if they would like a meeting to discuss their business idea and/or other issues.

Written communication from LEP people will be handled by arranging for a translator to read the communication. At that point, the appropriate staff person and R5DC program is identified and brought into the discussion to assist with response, then translation. Further communication will most likely need translation services throughout. Sample of translator request attached.

Electronic translation of the R5DC's website can be accomplished by the web maintenance provider who will also translate the "contact me" section.

One qualified vendor has been identified by NW MN Initiative Foundation, Bemidji (a partner organization of R5DC/NCEDA) (APEX Translations, Inc., Plymouth, NC (ISO 9001 and EN 15038) who can translate all loan documents. The proposal's cost for the Business Finance Program is \$ 660. Part of the parameters for the project is to choose either "Latin American Spanish" or "European Spanish" and four different choices of digital formatting.

One qualified human translator has also indicated interest in contracting for services as needed. This individual's assessment of competency will begin with a resume, terms of engagement, then assisting with defining and choosing the Spanish version desired from the APEX proposal.

When APEX prepared loan documents are available, this individual will go through both the English version of documents and the Spanish documents to identify any words or phrases that may cause misinterpretation by the potential loan applicant.

PART 3: TRAINING STAFF

Staff members responsible for contact with the general public will be knowledgeable about our Language Access Plan and how to provide services to persons that are limited English proficient in the languages identified through the assessment in Part 1. Refresher information will be provided to our staff when updates are made to the LAP to ensure consistency. R5DC staff, loan staff and loan administrative assistant will be oriented to the process to handle inquiries from walk-in clients, written, telephone and website inquiries. The second orientation will be with the selected translator, who will teach the staff enough Spanish in order to set up an appointment with a translator. The translator will also help prepare the Spanish/English script on cards as well. The translator will also be asked to

provide a workshop on sensitivity training to all staff. As new staff are hired, limited English training will be added to the regular orientation training.

PART 4: VITAL DOCUMENT TRANSLATIONS

Note: USDA defines "vital" documents as those documents used in transactions that meet human needs such as shelter and food. The Region Five Development Commission has business loan programs, that are not considered 'vital', however, translation will be needed to provide accessibility to our loan programs. We've identified one qualified vendor who can provide translation for a fee.

A new loan program has been developed by MN DEED called the Emerging Entrepreneur Loan Program (ELP) identifying priority qualification of minority, women, veteran, disabled, low-income. Presentations throughout the region have been made to promote awareness of this program. A specific personal presentation (with translation services) was made regarding loan programs and other services of Region Five Development Commission/NCEDA to Adult Basic Education/ESL program participants in Todd County.

This material will continue to be offered at request of the instructors.

PART 5: PROVIDING NOTICE TO LEP PERSONS

A sign will be posted by the reception desk/entrance, notifying walk-in visitors of the ability to provide translation. The person can point to one of many greetings in different languages. The reception person can then select a card with a specific script, both in English and the alternate language.

The website will provide a notice that different languages are available. Print media (loan brochure, annual report) can have a sticker that translation services are available upon request.

A press release will go out, once all the changes have been made, staff are trained and the translation process is ready to go.

In the Economic Development department, notices to the existing borrowers, other economic development organizations, and banks will also be disseminated, informing them of the ability to provide translation.

PART 6: MONITORING AND UPDATING THE LANGUAGE ACCESS PLAN

The language access plan will be assigned to a lead person in the Economic Development department. After internal approval of the draft, the draft Language Access Plan will also be reviewed and approved by the respective loan committee and the board of directors of the Region Five Development Commission and North Central Economic Development Association. The lead staff will assess the plan on an annual basis, noting any relevant needed changes. An example of a relevant change would be the addition of new translators or a change to the orientation training for staff. In late summer, any needed revisions or updates are proposed and reviewed by immediate supervisor(s), the respective loan committee, and on the consent agenda of the regularly scheduled annual meeting of the R5DC/NCEDA board of directors.

List of Non-Profit Organizations serving Region Five Development Commission area that may provide needed services.

Organization, Contact Information

IMMIGRATION

Bridging the Communications Gap for Immigrants and Refugees in Minnesota
www.echominnesota.org

Centro Legal Inc (651)642-1890

Immigrant Law Center of Minnesota (800)223-1368

EDUCATIONAL COOPERATIVES

Freshwater Education District - Staples (218)894-2501 www.fed.k12.mn.us

Freshwater Special Education District - Wadena (218)631-3505 www.fed.k12.mn.us

Midstate Education District - Little Falls (320)632-5417 www.midstate.k12.mn.us

EMPLOYMENT

Experience Works (218)631-3483 www.experienceworks.org

MN Dept Vocational Rehab/Staples Andrea Chirhart (218)894-5404

Rural Minnesota CEP: www.rmcep.com Wadena 218-846-7377

Tri-County Community Action Program (320)632-3691 www.tccaction.com

Work Force Center-Job Service-CEP (800)419-1330(320)616-2400 www.mnworks.org

Working Women's Job Survival Hotline (800)522-0925

HOSPITALS

Douglas County Hospital - Alexandria (320)762-1511 www.dchospital.com

Lakewood Health System Hospital (800)525-8344(218)894-1515 www.lakewoodhealthsystem.com

Long Prairie Memorial Hospital & Home (320)732-2141 www.centracare.com Melrose Hospital
(320)256-4231 www.centracare.com

St. Cloud Hospital (800)835-6652(320)251-2700 www.centracare.com

St. Gabriels Hospital - Little Falls (320)632-5441 www.stgabriels.com

St. Michael's Hospital - Sauk Centre (320)352-2221 www.stmichaelshospital.org

Tri-County Hospital - Wadena (218)631-3510 www.tricountyhospital.org

HOUSING/HOMELESS

Central MN Housing Partnership (888)203-9301 www.cmhp.net

Community Action Council - Wadena/Ottertail (218)385-2900 www.otwcac.org Home Line
(Tenant/Landlord Issues) (866)866-3546 www.homelinemn.org

HUD User (800)245-2691 www.huduser.org

Leaf River Area Habitat for Humanity (218)632-6900 www.lrahhf.org LSS – Hope Housing (866-970-
1437) (218)824-1437 Rental Assistance (HUD Hotline) (800)669-9777

Long Prairie HRA (320)732-2801

Staples HRA (218)894-2301

Todd County HRA (320)594-6388

Salvation Army – Chaplain Dave Greaver (320)732-2157 www.co.todd.mn.us

Tri-County Community Action (218)829-2410(320)632-3691 www.tccaction.com

HOUSING/REHABILITATION

Loans (320)732-4423 USDA Loan/grant (320)763-3191 ext 4

Weatherization – Tri Cap (320)632-3691

TRANSPORTATION

Emergency Transportation for Battered Women and Detoxification Center (320)732-4500(320)732-
2157 (888)838-4066 - 911

Care Cab (800)772-4227 www.caretransportation.com Care Van-Lakewood Health System
(218)894-8331(800)525-8344 www.lakewoodhealthsystem.com

Friendly Rider – Wadena (888)773-5500

Home Instead (218)824-0077 www.homeinstead.com

Lutheran Social Service (800)488-4146(218)233-7521 www.lssmn.org

People's Express (800)450-0123 www.peoplesexpress.com

Rainbow Rider (800)450-7770

Todd County Senior Volunteer Transportation Program (218)894-6300(320)732-4500
www.co.todd.mn.us

Todd County Veterans Van Service (320)732-4418 www.co.todd.mn.us

African Development Center, St. Paul; can serve immigrants in all five counties; may be a resource for
translation for African languages or Spanish.

"RECURSOS EN ESPANOL" ("RESOURCES IN SPANISH")

[HTTP://WWW.ED.GOV/SPANISHRESOURCES.JSP.](http://www.ed.gov/spanishresources.jsp)

American Indian Community Development Center

cultural/sensitivity training

www.aicdc-mn.org 612.813.1610

Leech Lake Financial Services, Inc.

cultural/financial training

www.lifinancial.org 218.335.4443

US. Department of Commerce

translation cards

Todd County Community Hispanic Liaison Program by the Community Assistantship Program (CAP) administered by the Center for Urban and Regional Affairs, University of Minnesota.

www.cura.umn.edu/publications/catalog/cap-024

Todd County Resident identified a family member, fluent in Spanish, about their interest in providing translation service;

OUTREACH ACTIVITY

Sprout Marketplace menu of activities and minority focused events

Emerging Entrepreneur Loan Program (ELP) presentations throughout the region identifying priority qualification of minority, women, veteran, disabled, low-income.

Personal presentation (with translation services) regarding loan programs and other services of Region Five Development Commission/NCEDA to Adult Basic Education/ESL programs in Todd County.

OTHER POTENTIAL RESOURCES

TODD COUNTY HEALTH AND HUMAN SERVICES

212 - 2ND AVE SOUTH LONG PRAIRIE MN 56347

Region Five Development Commission, Staples is co-located in the Northern Todd County HHS office in Staples and will partner as services are needed.

TCHHS has on staff, a bilingual Financial Worker, a Public Health Nurse, and an Office Support Specialist who speak Spanish. If the bilingual workers are unavailable, TCHHS has a back-up list of Spanish speaking interpreters, most of whom are court certified, available within the community, on an as needed basis. Additionally, TCHHS has a formal linkage with Language Line Services (1-800-7520093) for Spanish and other languages involved with Language Line Services tier system. South Country Health Alliance, Todd County's county based purchasing provider, also has a language line available for its members. When feasible, on-site interpreter services will be made available and would be the first preference. The Agency will be looking into the use of interactive television (ITV) capabilities. When appropriate, the use of ITV will be considered. Use of reciprocal faxing processes will be used when necessary, this to facilitate completion of applications and processing of interviews

The bilingual workers at TCHHS are available on-site during customary business hours, Monday through Friday, 8:00 a.m. to 4:30 p.m. In the event the bilingual worker is absent or unavailable, an interpreter from the back-up list will be called. Language Line Services are available 24 x 7. Contact with either off-site entity will be made by commercial phone. When on-site interpreter services are to be used, it may be necessary to schedule appointments at mutually convenient times, for the client and the interpreter. Use of ITV, if used, will occur in a private setting within the Agency.

With Spanish being identified as the primary non-English language in Todd County, this encompasses close to 100% of the LEP needs of TCHHS. Subsidiary use of Language Line Services for Spanish and all other non-English language will take place as necessary. TCHHS will take advantage of the language block stuffer, made available by the Department of Human Services.

ATTACHMENTS:

2010 US Census Bureau -American Fact Finder -Results

US Department of Commerce-Language Identification Flashcard

Spanish Interpretive Card

INTERPRETER Request NOTICE

B160051

NATIVITY BY LANGUAGE SPOKEN AT HOME BY ABILITY TO SPEAK ENGLISH FOR THE POPULATION 5 YEARS AND OVER (HISPANIC OR LATINO)
Universe: Hispanic or Latino population 5 years and over
2011-2015 American Community Survey 5-Year Estimates

Tell us what you think, Provide feedback to help make American Community Survey data more useful for you.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

	Cass County, Minnesota		Crow Wing County, Minnesota		Morrison County, Minnesota		Todd County, Minnesota		Wadena County, Minnesota	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Total:	409	+/-28	732	*****	415	*****	1,122	*****	205	+/-13
Native:	363	+/-42	600	+/-58	259	+/-33	476	+/-116	161	+/-20
Speak only English	267	+/-79	578	+/-60	209	+/-31	169	+/-109	124	+/-27
Speak another language	96	+/-45	22	+/-16	50	+/-25	307	+/-80	37	+/-20
Speak English "very well"	95	+/-45	22	+/-16	45	+/-24	222	+/-77	37	+/-20
Speak English less than "very well"	1	+/-2	0	+/-20	5	+/-5	85	+/-40	0	+/-14
Foreign born:	46	+/-27	132	+/-59	156	+/-34	646	+/-116	44	+/-16
Speak only English	10	+/-10	51	+/-34	29	+/-18	100	+/-121	14	+/-11
Speak another language	36	+/-28	81	+/-49	127	+/-32	546	+/-135	30	+/-17
Speak English "very well"	8	+/-9	67	+/-48	26	+/-14	225	+/-108	19	+/-15
Speak English less than "very well"	28	+/-30	14	+/-14	101	+/-34	321	+/-99	11	+/-12

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Explanation of Symbols:

- An 'N' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
- An 'N' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
- An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
- An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution. A statistical test is not appropriate.
- An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
- An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
- An '(X)' means that the estimate is not applicable or not available.

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

For information on definitions of OMB-defined Hispanic or Latino Origin classifications, see the "Hispanic or Latino Origin" section of the American Community Survey and Puerto Rico Community Survey 2013 Subject Definitions document at https://www2.census.gov/programs-surveys/acs/tech_docs/subject_definitions/2013_ACSsubjectDefinitions.pdf.

Methodological changes to data collection in 2013 may have affected language data for 2013. Users should be aware of these changes when using multi-year data containing data from 2013. For more information, see: [Language User Note](#).

QT-P3

**Race and Hispanic or Latino Origin: 2010
2010 Census Summary File 1**

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

 Geography: **Cass County, Minnesota** ▼

	Subject	Number	Percent
1	RACE		
31	Total population	28,567	100.0
31	One race	27,940	97.8
	White	24,534	85.9
	Black or African American	61	0.2
	American Indian and Alaska Native	3,196	11.2
	American Indian, specified [1]	2,681	9.4
	Alaska Native, specified [1]	2	0.0
	Both American Indian and Alaska Native, specified [1]	0	0.0
	American Indian or Alaska Native, not specified	513	1.8
	Asian	88	0.3
	Native Hawaiian and Other Pacific Islander	3	0.0
	Some Other Race	58	0.2
	Two or More Races	627	2.2
	Two races with Some Other Race	30	0.1
	Two races without Some Other Race	570	2.0
	Three or more races with Some Other Race	2	0.0
	Three or more races without Some Other Race	25	0.1
	HISPANIC OR LATINO		
	Total population	28,567	100.0
	Hispanic or Latino (of any race)	340	1.2
	Mexican	229	0.8
	Puerto Rican	26	0.1
	Cuban	10	0.0
	Other Hispanic or Latino [2]	75	0.3
	Not Hispanic or Latino	28,227	98.8
	RACE AND HISPANIC OR LATINO		
	Total population	28,567	100.0
	One race	27,940	97.8
	Hispanic or Latino	303	1.1
	Not Hispanic or Latino	27,637	96.7
	Two or More Races	627	2.2
	Hispanic or Latino	37	0.1
	Not Hispanic or Latino	590	2.1

X Not applicable.

[1] "American Indian, specified" includes people who provided a specific American Indian tribe, such as Navajo or Blackfeet. "Alaska Native, specified" includes people who provided a specific Alaska Native group, such as Inupiat or Yup'ik.

[2] This category is comprised of people whose origins are from the Dominican Republic, Spain, and Spanish-speaking Central or South American countries. It also includes general origin responses such as "Latino" or "Hispanic."

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables P5, P8, PCT4, PCT5, PCT8, and PCT11.

QT-P3

**Race and Hispanic or Latino Origin: 2010
2010 Census Summary File 1**

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

Geography: **Crow Wing County, Minnesota** ▼

	Subject	Number	Percent
1	RACE		
31	Total population	62,500	100.0
of	One race	61,592	98.5
31	White	60,368	96.6
	Black or African American	313	0.5
	American Indian and Alaska Native	526	0.8
	American Indian, specified [1]	392	0.6
	Alaska Native, specified [1]	1	0.0
	Both American Indian and Alaska Native, specified [1]	0	0.0
	American Indian or Alaska Native, not specified	133	0.2
	Asian	232	0.4
	Native Hawaiian and Other Pacific Islander	16	0.0
	Some Other Race	137	0.2
	Two or More Races	908	1.5
	Two races with Some Other Race	62	0.1
	Two races without Some Other Race	811	1.3
	Three or more races with Some Other Race	3	0.0
	Three or more races without Some Other Race	32	0.1
	HISPANIC OR LATINO		
	Total population	62,500	100.0
	Hispanic or Latino (of any race)	652	1.0
	Mexican	416	0.7
	Puerto Rican	61	0.1
	Cuban	17	0.0
	Other Hispanic or Latino [2]	158	0.3
	Not Hispanic or Latino	61,848	99.0
	RACE AND HISPANIC OR LATINO		
	Total population	62,500	100.0
	One race	61,592	98.5
	Hispanic or Latino	570	0.9
	Not Hispanic or Latino	61,022	97.6
	Two or More Races	908	1.5
	Hispanic or Latino	82	0.1
	Not Hispanic or Latino	826	1.3

X Not applicable.

[1] "American Indian, specified" includes people who provided a specific American Indian tribe, such as Navajo or Blackfeet. "Alaska Native, specified" includes people who provided a specific Alaska Native group, such as Inupiat or Yup'ik.

[2] This category is comprised of people whose origins are from the Dominican Republic, Spain, and Spanish-speaking Central or South American countries. It also includes general origin responses such as "Latino" or "Hispanic."

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables P5, P8, PCT4, PCT5, PCT8, and PCT11.

QT-P3

**Race and Hispanic or Latino Origin: 2010
2010 Census Summary File 1**

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

Geography: **Morrison County, Minnesota** ▼

	Subject	Number	Percent
1	RACE		
31	Total population	33,198	100.0
of	One race	32,839	98.9
31	White	32,426	97.7
	Black or African American	131	0.4
	American Indian and Alaska Native	66	0.2
	American Indian, specified [1]	46	0.1
	Alaska Native, specified [1]	1	0.0
	Both American Indian and Alaska Native, specified [1]	0	0.0
	American Indian or Alaska Native, not specified	19	0.1
	Asian	101	0.3
	Native Hawaiian and Other Pacific Islander	11	0.0
	Some Other Race	104	0.3
	Two or More Races	359	1.1
	Two races with Some Other Race	29	0.1
	Two races without Some Other Race	295	0.9
	Three or more races with Some Other Race	2	0.0
	Three or more races without Some Other Race	33	0.1
	HISPANIC OR LATINO		
	Total population	33,198	100.0
	Hispanic or Latino (of any race)	402	1.2
	Mexican	284	0.9
	Puerto Rican	33	0.1
	Cuban	1	0.0
	Other Hispanic or Latino [2]	84	0.3
	Not Hispanic or Latino	32,796	98.8
	RACE AND HISPANIC OR LATINO		
	Total population	33,198	100.0
	One race	32,839	98.9
	Hispanic or Latino	364	1.1
	Not Hispanic or Latino	32,475	97.8
	Two or More Races	359	1.1
	Hispanic or Latino	38	0.1
	Not Hispanic or Latino	321	1.0

X Not applicable.

[1] "American Indian, specified" includes people who provided a specific American Indian tribe, such as Navajo or Blackfeet. "Alaska Native, specified" includes people who provided a specific Alaska Native group, such as Inupiat or Yup'ik.

[2] This category is comprised of people whose origins are from the Dominican Republic, Spain, and Spanish-speaking Central or South American countries. It also includes general origin responses such as "Latino" or "Hispanic."

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables P5, P8, PCT4, PCT5, PCT8, and PCT11.

QT-P3

**Race and Hispanic or Latino Origin: 2010
2010 Census Summary File 1**

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

 Geography: **Todd County, Minnesota** ▼

	Subject	Number	Percent
1	RACE		
31	Total population	24,895	100.0
of	One race	24,571	98.7
31	White	23,727	95.3
	Black or African American	94	0.4
	American Indian and Alaska Native	87	0.3
	American Indian, specified [1]	57	0.2
	Alaska Native, specified [1]	0	0.0
	Both American Indian and Alaska Native, specified [1]	0	0.0
	American Indian or Alaska Native, not specified	30	0.1
	Asian	103	0.4
	Native Hawaiian and Other Pacific Islander	44	0.2
	Some Other Race	516	2.1
	Two or More Races	324	1.3
	Two races with Some Other Race	45	0.2
	Two races without Some Other Race	253	1.0
	Three or more races with Some Other Race	3	0.0
	Three or more races without Some Other Race	23	0.1
	HISPANIC OR LATINO		
	Total population	24,895	100.0
	Hispanic or Latino (of any race)	1,288	5.2
	Mexican	1,098	4.4
	Puerto Rican	17	0.1
	Cuban	15	0.1
	Other Hispanic or Latino [2]	158	0.6
	Not Hispanic or Latino	23,607	94.8
	RACE AND HISPANIC OR LATINO		
	Total population	24,895	100.0
	One race	24,571	98.7
	Hispanic or Latino	1,223	4.9
	Not Hispanic or Latino	23,348	93.8
	Two or More Races	324	1.3
	Hispanic or Latino	65	0.3
	Not Hispanic or Latino	259	1.0

X Not applicable.

[1] "American Indian, specified" includes people who provided a specific American Indian tribe, such as Navajo or Blackfeet. "Alaska Native, specified" includes people who provided a specific Alaska Native group, such as Inupiat or Yup'ik.

[2] This category is comprised of people whose origins are from the Dominican Republic, Spain, and Spanish-speaking Central or South American countries. It also includes general origin responses such as "Latino" or "Hispanic."

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables P5, P8, PCT4, PCT5, PCT8, and PCT11.

QT-P3

**Race and Hispanic or Latino Origin: 2010
2010 Census Summary File 1**

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

 Geography: **Wadena County, Minnesota** ▼

	Subject	Number	Percent
1	RACE		
31	Total population	13,843	100.0
of	One race	13,632	98.5
31	White	13,380	96.7
	Black or African American	111	0.8
	American Indian and Alaska Native	65	0.5
	American Indian, specified [1]	34	0.2
	Alaska Native, specified [1]	4	0.0
	Both American Indian and Alaska Native, specified [1]	0	0.0
	American Indian or Alaska Native, not specified	27	0.2
	Asian	36	0.3
	Native Hawaiian and Other Pacific Islander	0	0.0
	Some Other Race	40	0.3
	Two or More Races	211	1.5
	Two races with Some Other Race	11	0.1
	Two races without Some Other Race	176	1.3
	Three or more races with Some Other Race	1	0.0
	Three or more races without Some Other Race	23	0.2
	HISPANIC OR LATINO		
	Total population	13,843	100.0
	Hispanic or Latino (of any race)	176	1.3
	Mexican	94	0.7
	Puerto Rican	15	0.1
	Cuban	4	0.0
	Other Hispanic or Latino [2]	63	0.5
	Not Hispanic or Latino	13,667	98.7
	RACE AND HISPANIC OR LATINO		
	Total population	13,843	100.0
	One race	13,632	98.5
	Hispanic or Latino	160	1.2
	Not Hispanic or Latino	13,472	97.3
	Two or More Races	211	1.5
	Hispanic or Latino	16	0.1
	Not Hispanic or Latino	195	1.4

X Not applicable.

[1] "American Indian, specified" includes people who provided a specific American Indian tribe, such as Navajo or Blackfeet. "Alaska Native, specified" includes people who provided a specific Alaska Native group, such as Inupiat or Yup'ik.

[2] This category is comprised of people whose origins are from the Dominican Republic, Spain, and Spanish-speaking Central or South American countries. It also includes general origin responses such as "Latino" or "Hispanic."

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables P5, P8, PCT4, PCT5, PCT8, and PCT11.

LANGUAGE IDENTIFICATION FLASHCARD

- | | |
|--|------------------------|
| <input type="checkbox"/> ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية. | 1. Arabic |
| <input type="checkbox"/> Խորհրդով եւ,ք նչով կատարեք այս քառակուսով, եթե խոսում կամ կարդում եք հայերեն: | 2. Armenian |
| <input type="checkbox"/> যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। | 3. Bengali |
| <input type="checkbox"/> ឈ្មួញក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ | 4. Cambodian |
| <input type="checkbox"/> Motka i kakhon ya yangin untungnu' manaitai pat untungnu' kumentos Chamorro. | 5. Chamorro |
| <input type="checkbox"/> 如果你能读中文或讲中文，请选择此框。 | 6. Simplified Chinese |
| <input type="checkbox"/> 如果你能讀中文或講中文，請選擇此框。 | 7. Traditional Chinese |
| <input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik. | 8. Croatian |
| <input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky. | 9. Czech |
| <input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken. | 10. Dutch |
| <input type="checkbox"/> Mark this box if you read or speak English. | 11. English |
| <input type="checkbox"/> اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید. | 12. Farsi |

- | | | |
|--------------------------|--|--------------------|
| <input type="checkbox"/> | Cocher ici si vous lisez ou parlez le français. | 13. French |
| <input type="checkbox"/> | Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen. | 14. German |
| <input type="checkbox"/> | Σημειώστε αυτό το πλαίσιο αν διαβάσετε ή μιλάτε Ελληνικά. | 15. Greek |
| <input type="checkbox"/> | Make kazyé sa a si ou li oswa ou pale kreyòl ayisyen. | 16. Haitian Creole |
| <input type="checkbox"/> | अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ। | 17. Hindi |
| <input type="checkbox"/> | Kos lub voj no yog koj paub twm thiab hais lus Hmoob. | 18. Hmong |
| <input type="checkbox"/> | Jelölje meg ezt a kockát, ha megérta vagy beszél a magyar nyelvet. | 19. Hungarian |
| <input type="checkbox"/> | Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano. | 20. Ilocano |
| <input type="checkbox"/> | Marchi questa casella se legge o parla italiano. | 21. Italian |
| <input type="checkbox"/> | 日本語を讀んだり、話せる場合はここに印を付けてください。 | 22. Japanese |
| <input type="checkbox"/> | 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오. | 23. Korean |
| <input type="checkbox"/> | ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ. | 24. Laotian |
| <input type="checkbox"/> | Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim. | 25. Polish |

- | | | |
|--------------------------|--|----------------|
| <input type="checkbox"/> | Assinale este quadrado se você lê ou fala português. | 26. Portuguese |
| <input type="checkbox"/> | Însemnați această căsuță dacă citiți sau vorbiți românește. | 27. Romanian |
| <input type="checkbox"/> | Пометьте этот квадратик, если вы читаете или говорите по-русски. | 28. Russian |
| <input type="checkbox"/> | Обележите овај квадратик уколико читате или говорите српски језик. | 29. Serbian |
| <input type="checkbox"/> | Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky. | 30. Slovak |
| <input type="checkbox"/> | Marque esta casilla si lee o habla español. | 31. Spanish |
| <input type="checkbox"/> | Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog. | 32. Tagalog |
| <input type="checkbox"/> | ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย. | 33. Thai |
| <input type="checkbox"/> | Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga. | 34. Tongan |
| <input type="checkbox"/> | Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою. | 35. Ukrainian |
| <input type="checkbox"/> | اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔ | 36. Urdu |
| <input type="checkbox"/> | Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ. | 37. Vietnamese |
| <input type="checkbox"/> | באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש. | 38. Yiddish |



Si usted cree que ha sido discriminado por su origen nacional o desea más información, comuníquese con:

También puede hablar con el supervisor de la persona que cree que lo discriminó o con un grupo comunitario que aboga por los derechos civiles.

Juntos podemos lograr que las personas reciban los beneficios y servicios que necesitan en su idioma.

Patrocinado por el Departamento de Agricultura, el Departamento de Salud y Servicios Humanos y el Departamento de Justicia de los Estados Unidos de Norteamérica.

Spanish - Español

CONOZCA SUS DERECHOS

Grupo Interagencial de Apoyo a Personas con Conocimientos Limitados del Inglés.

¿Se lo hace difícil el inglés? ¿Tiene dificultad para hablar, leer, escribir o comprender bien el inglés? Si es su caso, usted tiene un conocimiento limitado de este idioma (LEP por sus siglas en inglés).

Las agencias federales y aquellas que reciben fondos del gobierno federal tienen que tomar medidas adecuadas para ayudar a las personas que tienen dificultades con el inglés.

Algunas veces, cuando una agencia del gobierno u otra organización no le brinda ayuda debido a su dificultad para comunicarse en inglés, está violando la ley y discriminándolo por su origen nacional.

Si lo maltratan por ser una persona con LEP, podría considerarse discriminación por origen nacional.

Ejemplos de posible discriminación:

1 Usted y muchas personas que viven en su área hablan vietnamita y con frecuencia van al hospital por una emergencia. El personal del hospital no entiende a estos pacientes con LEP. La mayoría de los pacientes vietnamitas no comprende lo que el personal del hospital les explica sobre su atención médica.

2 Usted llama a la línea de emergencia 911 para reportar un delito, pero como el operador no lo entiende, no lo puede ayudar.

3 La escuela de su hijo le envía información importante. Saben que usted sólo habla español. La escuela se niega a brindarle información en español y sugiere, por el contrario, que su hijo le traduzca la información.

4 Usted quiere aplicar para cupones de alimentos (Food Stamps en inglés). La solicitud está en inglés y no la entiende. Los empleados de la oficina de Food Stamp le dicen que regrese con su propio intérprete.

Ejemplos de prácticas correctas:

1 El personal del hospital sabe que muchas de las personas que viven en la zona no entienden inglés y hablan vietnamita. El hospital tiene intérpretes disponibles para ayudarle cuando necesite atención médica de emergencia.

2 Usted llama a la línea de emergencia 911 para reportar un delito. El operador lo transfiere rápidamente a un intérprete para que lo ayude.

3 Muchos de los padres de la escuela a la que asiste su hijo hablan español. La escuela sabe que usted solo habla español. Usted solo debería recibir la información o el aviso importante en español.

4 La oficina de Food Stamp cuenta con un intérprete o se comunica con el mismo por teléfono para que le preste ayuda. Usted recibe la solicitud en su idioma.



El Título VI de la Ley de Derechos Civiles de 1964 es una ley federal que protege sus derechos civiles.

INTERPRETER NOTICE

Our organization has recently come into contact with an individual who has an upcoming topic/request, and this individual will require the services of an interpreter.

Name of Person: _____

Language: _____

Anticipated Date Needed: _____

Comments: _____

Submitted by: _____

(name)(agency)(phone number)